



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 12901845
SAU: Great Salt Bay CSD
School: Great Salt Bay Community School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 6

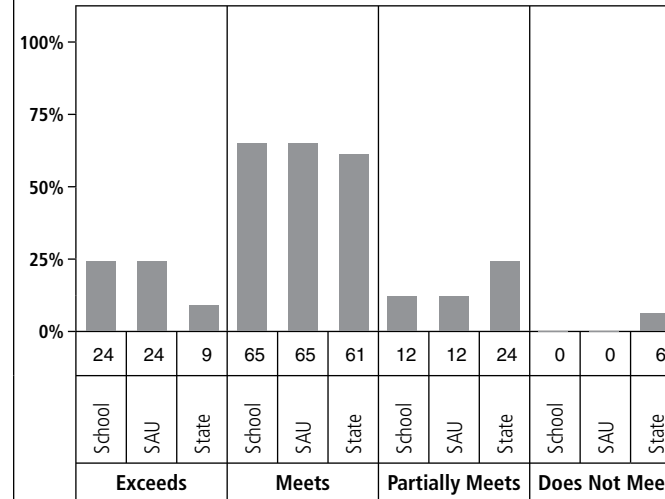
SAU: Great Salt Bay CSD

School: Great Salt Bay Community School

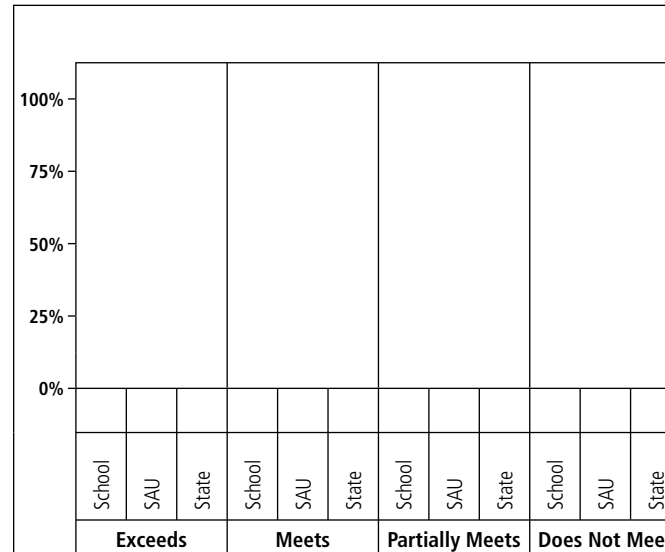
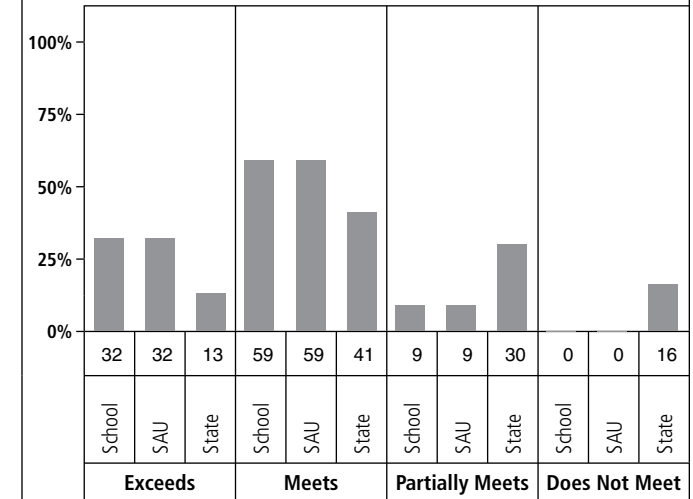
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	648	648	646
2007–2008	650	651	648
2008–2009	654	654	647
Cum. Avg.*	650	651	647
Mathematics			
2006–2007	651	651	643
2007–2008	649	650	642
2008–2009	658	658	643
Cum. Avg.*	652	652	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
 Grade: 6
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	34	100	34	100	14251	100	34	100	34	100	14150	99	34	100	34	100	14156	100						
Ethnicity African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	0	0	0	0	212	1	0	0	0	0	210	99	0	0	0	0	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	34	100	34	100	13309	93	34	100	34	100	13224	100	34	100	34	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	1	3	1	3	2468	17	1	100	1	100	2423	99	1	100	1	100	2426	99						
Current LEP	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
Economically disadvantaged	9	26	9	26	5780	41	9	100	9	100	5724	99	9	100	9	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	27	79	27	79	11369	80	20	59	20	59	11373	80						
Identified disability (PET/IEP)	0	0	0	0	355	3	0	0	0	0	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	7	21	7	21	2594	18	14	41	14	41	2605	18						
Identified disability (PET/IEP)	1	14	1	14	1881	73	1	7	1	7	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	6	86	6	86	519	20	13	93	13	93	532	20						
Participation through alternate assessment (PAAP)	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	0	0	0	0	75	1	0	0	0	0	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: Great Salt Bay CSD
School: Great Salt Bay Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	3	5	3	5	1132	8
	2007-2008	10	20	10	20	1817	13
	2008-2009	8	24	8	24	1309	9
	Cum. Total*	21	15	21	15	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	35	64	35	64	8127	57
	2007-2008	28	55	27	54	8072	57
	2008-2009	22	65	22	65	8564	61
	Cum. Total*	85	61	84	60	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	12	22	12	22	3549	25
	2007-2008	13	25	13	26	3194	23
	2008-2009	4	12	4	12	3291	24
	Cum. Total*	29	21	29	21	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	5	9	5	9	1478	10
	2007-2008	0	0	0	0	981	7
	2008-2009	0	0	0	0	799	6
	Cum. Total*	5	4	5	4	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	39.4	70.4	39.4	70.4	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	13.4	67.0	13.4	67.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	25.9	71.9	25.9	71.9	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	34	8	24	22	65	4	12	0	0	654	34	24	65	12	0	654	13963	9	61	24	6	647
Ethnicity																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	0										0						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	34	8	24	22	65	4	12	0	0	654	34	24	65	12	0	654	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2236	1	30	48	22	637
No	33	8	24	22	67	3	9	0	0	654	33	24	67	9	0	654	11727	11	67	19	3	649
Current LEP																						
Yes	0										0						322	2	39	37	21	638
No	34	8	24	22	65	4	12	0	0	654	34	24	65	12	0	654	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	9	2	22	4	44	3	33	0	0	650	9	22	44	33	0	650	5617	4	54	33	9	643
No	25	6	24	18	72	1	4	0	0	655	25	24	72	4	0	655	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	34	8	24	22	65	4	12	0	0	654	34	24	65	12	0	654	13959	9	61	24	6	647
Gender																						
Female	12	4	33	8	67	0	0	0	0	658	12	33	67	0	0	658	6743	13	63	20	4	649
Male	22	4	18	14	64	4	18	0	0	652	22	18	64	18	0	652	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1408	4	41	43	12	641
No	34	8	24	22	65	4	12	0	0	654	34	24	65	12	0	654	12555	10	64	21	5	648
Gifted/talented program																						
Yes	4										4						636	39	59	2	0	659
No	30	7	23	19	63	4	13	0	0	653	30	23	63	13	0	653	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: Great Salt Bay CSD
School: Great Salt Bay Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	100	0	0	640	3	0	0	100	0	640	6	5	47	32	16	642
B. less than one hour	44	2	13	11	73	2	13	0	0	652	44	13	73	13	0	652	59	9	62	24	5	647
C. one to two hours	53	6	33	11	61	1	6	0	0	657	53	33	61	6	0	657	32	11	64	21	4	648
D. more than two hours	0										0						3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	32	5	45	6	55	0	0	0	0	657	32	45	55	0	0	657	31	17	66	14	3	651
B. good	41	2	14	10	71	2	14	0	0	654	41	14	71	14	0	654	48	8	64	23	5	647
C. fair	26	1	11	6	67	2	22	0	0	650	26	11	67	22	0	650	18	2	48	40	10	641
D. poor	0										0						2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	68	7	30	16	70	0	0	0	0	657	68	30	70	0	0	657	38	13	65	18	3	650
B. They match some of what I have learned.	24	1	13	4	50	3	38	0	0	648	24	13	50	38	0	648	49	8	63	24	5	647
C. They match just a little of what I have learned.	3	0	0	1	100	0	0	0	0	648	3	0	100	0	0	648	10	5	48	36	11	642
D. There is no match.	6	0	0	1	50	1	50	0	0	647	6	0	50	50	0	647	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	18	0	0	4	67	2	33	0	0	649	18	0	67	33	0	649	16	7	52	30	11	644
B. about the same as my regular schoolwork	59	6	30	13	65	1	5	0	0	656	59	30	65	5	0	656	66	10	64	22	4	648
C. easier than my regular schoolwork	24	2	25	5	63	1	13	0	0	651	24	25	63	13	0	651	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	16	0	0	1	20	4	80	0	0	641	16	0	20	80	0	641	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	25	1	13	7	88	0	0	0	0	655	25	13	88	0	0	655	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	59	6	32	13	68	0	0	0	0	656	59	32	68	0	0	656	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	56	5	26	12	63	2	11	0	0	654	56	26	63	11	0	654	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	41	3	21	9	64	2	14	0	0	654	41	21	64	14	0	654	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	1	100	0	0	0	0	654	3	0	100	0	0	654	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	24	2	25	4	50	2	25	0	0	652	24	25	50	25	0	652	23	15	65	16	4	650
B. 20 minutes to an hour	62	6	29	14	67	1	5	0	0	656	62	29	67	5	0	656	49	10	64	22	4	648
C. less than 20 minutes	3	0	0	1	100	0	0	0	0	658	3	0	100	0	0	658	11	6	58	29	7	645
D. I rarely read at home.	12	0	0	3	75	1	25	0	0	647	12	0	75	25	0	647	17	2	51	36	11	642
Optional school/SAU question																						
A.	100	0	0	1	50	1	50	0	0	643	100	0	50	50	0	643						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: Great Salt Bay CSD
School: Great Salt Bay Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	19	35	19	35	2092	15
	2007-2008	9	18	9	18	1474	10
	2008-2009	11	32	11	32	1807	13
	Cum. Total*	39	28	39	28	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	22	40	22	40	5731	40
	2007-2008	27	53	27	54	6008	43
	2008-2009	20	59	20	59	5662	41
	Cum. Total*	69	49	69	50	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	10	18	10	18	4175	29
	2007-2008	11	22	11	22	4244	30
	2008-2009	3	9	3	9	4219	30
	Cum. Total*	24	17	24	17	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	4	7	4	7	2308	16
	2007-2008	4	8	3	6	2346	17
	2008-2009	0	0	0	0	2290	16
	Cum. Total*	8	6	7	5	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	41.2	73.6	41.2	73.6	30.6	54.6
A. Number	18	32	14.1	78.3	14.1	78.3	10.3	57.2
B. Data	12	21	8.5	70.8	8.5	70.8	6.6	55.0
C. Geometry	14	25	9.8	70.0	9.8	70.0	7.3	52.1
D. Algebra	12	21	8.8	73.3	8.8	73.3	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	34	11	32	20	59	3	9	0	0	658	34	32	59	9	0	658	13978	13	41	30	16	643
Ethnicity																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	0										0						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	34	11	32	20	59	3	9	0	0	658	34	32	59	9	0	658	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2248	3	18	33	46	629
No	33	11	33	20	61	2	6	0	0	659	33	33	61	6	0	659	11730	15	45	30	11	646
Current LEP																						
Yes	0										0						331	3	22	35	40	631
No	34	11	32	20	59	3	9	0	0	658	34	32	59	9	0	658	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	9	1	11	7	78	1	11	0	0	652	9	11	78	11	0	652	5620	6	33	37	25	637
No	25	10	40	13	52	2	8	0	0	660	25	40	52	8	0	660	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	34	11	32	20	59	3	9	0	0	658	34	32	59	9	0	658	13974	13	41	30	16	643
Gender																						
Female	12	4	33	7	58	1	8	0	0	659	12	33	58	8	0	659	6738	12	40	32	16	642
Male	22	7	32	13	59	2	9	0	0	658	22	32	59	9	0	658	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1410	3	24	41	32	634
No	34	11	32	20	59	3	9	0	0	658	34	32	59	9	0	658	12568	14	42	29	15	644
Gifted/talented program																						
Yes	4										4						637	65	32	3	0	665
No	30	7	23	20	67	3	10	0	0	656	30	23	67	10	0	656	13341	10	41	31	17	642

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 6
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	100	0	0	0	0	654	3	0	100	0	0	654	6	7	32	28	32	636
B. less than one hour	44	3	20	10	67	2	13	0	0	654	44	20	67	13	0	654	59	13	41	30	16	643
C. one to two hours	53	8	44	9	50	1	6	0	0	661	53	44	50	6	0	661	32	14	41	31	14	644
D. more than two hours	0										0						3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	50	6	35	11	65	0	0	0	0	663	50	35	65	0	0	663	30	27	45	18	9	651
B. good	38	3	23	7	54	3	23	0	0	651	38	23	54	23	0	651	46	9	45	31	15	643
C. fair	9	1	33	2	67	0	0	0	0	657	9	33	67	0	0	657	20	2	29	43	26	635
D. poor	3	1	100	0	0	0	0	0	0	670	3	100	0	0	0	670	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	47	6	38	10	63	0	0	0	0	660	47	38	63	0	0	660	35	18	42	27	13	646
B. They match some of what I have learned.	50	4	24	10	59	3	18	0	0	656	50	24	59	18	0	656	50	11	43	31	15	643
C. They match just a little of what I have learned.	3	1	100	0	0	0	0	0	0	670	3	100	0	0	0	670	13	8	31	36	26	638
D. There is no match.	0										0						3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	15	1	20	3	60	1	20	0	0	652	15	20	60	20	0	652	32	7	40	34	20	640
B. about the same as my regular schoolwork	59	6	30	12	60	2	10	0	0	658	59	30	60	10	0	658	56	13	42	30	15	644
C. easier than my regular schoolwork	26	4	44	5	56	0	0	0	0	662	26	44	56	0	0	662	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	56	5	26	13	68	1	5	0	0	657	56	26	68	5	0	657	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	38	5	38	6	46	2	15	0	0	658	38	38	46	15	0	658	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	6	1	50	1	50	0	0	0	0	663	6	50	50	0	0	663	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	1	100	0	0	0	0	0	0	666	3	100	0	0	0	666	6	8	29	29	34	635
B. 30–45 minutes	53	6	33	11	61	1	6	0	0	659	53	33	61	6	0	659	33	10	37	34	19	641
C. 45–60 minutes	44	4	27	9	60	2	13	0	0	656	44	27	60	13	0	656	45	15	44	29	12	645
D. more than 60 minutes	0										0						16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	32	4	36	7	64	0	0	0	0	659	32	36	64	0	0	659	9	14	35	29	22	641
B. two or three days a week	44	6	40	8	53	1	7	0	0	660	44	40	53	7	0	660	26	15	40	30	16	644
C. two or three times each month	18	1	17	4	67	1	17	0	0	653	18	17	67	17	0	653	31	13	43	30	14	644
D. never or almost never	6	0	0	1	50	1	50	0	0	646	6	0	50	50	0	646	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	35	4	33	8	67	0	0	0	0	660	35	33	67	0	0	660	17	8	35	33	24	639
B. two or three days a week	24	3	38	4	50	1	13	0	0	657	24	38	50	13	0	657	28	13	42	30	15	643
C. two or three times each month	26	3	33	5	56	1	11	0	0	658	26	33	56	11	0	658	31	15	43	30	13	645
D. never or almost never	15	1	20	3	60	1	20	0	0	655	15	20	60	20	0	655	23	14	39	30	17	643
Optional school/SAU question																						
A.	100	0	0	2	100	0	0	0	0	653	100	0	100	0	0	653						
B.	0										0											
C.	0										0											
D.	0										0											

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